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ABSTRACT

The New Teacher Staff Development program was designed to introduce new teachers to the New York City School System. Training models were based on the latest research and currently used nationwide staff development programs, focusing on subject areas as well as levels of learning ability. The specific goals of the program were to help new teachers develop and improve skills in the following areas: (1) understanding the basics of lesson development and presentation; (2) using curriculum materials to guide lesson planning; (3) organizing and managing the classroom; (4) learning attendance procedures, record keeping, and Board of Education policies; (5) gaining an awareness of students with special needs and knowing how to meet these needs; (6) establishing working relationships with parents; and (7) feeling comfortable in the role of teachers, and feeling part of the profession and of the New York City school system. This report presents highlights of the major findings of the 1988-89 program evaluation. Based on these findings, and other information contained in the report, specific recommendations are made. (JD)

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EVALUATION SECTION REPORT
John Schoener, Chief Administrator
May 1990

ED320879

# EVALUATION SECTION REPORT
# The New Teacher Staff Development Program 1988-89

Prepared by
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## EVALUATION SUMMARY

The 1988-89 New Teacher Staff Development program was the third major effort to introduce new teachers to the New York City school system. The 1986 program began the series of training workshops and conferences required by all teachers beginning service after September 1986, as called for by the contract between the New York City Board of Education and the United Federation of Teachers. The Office of Professional Development and Leadership Training of the Board of Education coordinated the staff development program. Training models were based on the latest research and currently used nationwide staff development programs, focusing on subject areas as well as levels of learning ability.

The program was funded by the New York City Board of Education. The ten-day training program was divided into three segments: 1) a pre-service (4 days) program held in the late summer of 1988; 2) education conference (3 days) taking place throughout the city during the school year; and 3) an Education Convention (3 days) held in early summer 1989. This three part training model was implemented for the first time in the 1988-89 school year. Sites for training included Norman Thomas, Fiorello La Guardia, Murray Begtraum, and Martin Luther King Jr. high schools as well as the Felt Forum, all in Manhattan. Approximately six thousand new teachers participated in these training sessions, the largest number to date.

Specific goals of the New Teachers Staff Development program were helping new teachers develop and improve skills in the following areas:

- understanding the basics of lesson development and presentation;
- using curriculum materials to guide lesson planning;
- organizing and managing the classroom;
- learning attendance procedures, record keeping, and Board of Education policies;
- gaining an awareness of students with special needs and knowing how to meet these needs;
- establishing working relationships with parents; and
- feeling comfortable in the role of teacher, and feeling part of the profession and of the New York City School system.

The New York City Board of Education's Office of Research, Evaluation, and Assessment/Instructional Support Evaluation Unit (OREA/I.S.E.U.) conducted an evaluation of the 1988-89 program using both qualitative and quantitative data. Highlights of the major findings are as follows:

- Overall, the New Teacher Staff Development program did an excellent job in training teachers to work effectively in the classrooms.

- Program planners continued to be responsive to teacher requests by emphasizing practical content over theory, offering more electives, and providing adequate help in the areas of lesson design, classroom management, discipline, and administrative routines.

- The three segment structure allowed for additional elective time, flexibility for teachers attending conferences, and a balanced training project extending over the entire first year of teaching.

- New teachers and staff developers called for increase in hands-on training which might include more use of demonstration lessons, videos, visits to resource centers, classrooms, and playgrounds.

- This year there was less anxiety about discipline among new teachers, possibly due to increased number of training sessions emphasizing positive approaches to teaching, and classroom management.

- Teachers suggested separating experienced from non-experienced teachers, and avoiding training on weekends and holidays.

- There continued to be a problem with getting new teachers assigned before pre-service training. With over six thousand new teachers this was understandable, yet the same issue existed with far fewer teachers in previous years. The Board's policy on this matter should both be re-evaluated and made clear to program participants.

- New teachers continued to feel comfortable in their schools, but found it difficult to feel a part of the district and larger system. Additionally, new teachers did not take part in professional organizations.

- Staff developers have once again done an excellent job. With the increase in new teacher participants, additional staff developers were brought in, making staff developer training an important priority.

Based on these findings, and other information contained in the report, the following specific recommendations are made:

- continue to uphold excellence in training for all new teachers entering the New York City public school system;
- continue to use the three segment training structure, providing new teachers with support for the entire school year;
- continue to seek out and respond positively to participant suggestions for improvements (e.g. the increasing of elective sessions, practical content in workshops, and help with classroom management etc.);
- continue to hold a high standard of excellence for the staff developer cadre. Consider staff developer training a priority;
- continue efforts to further increase hands-on experiences which might include more use of demonstration lessons, videos, curriculum guides, and visits to resource centers, classrooms, and playgrounds;
- continue to make every effort to have new teachers assigned to schools and grades before pre-service training;
- improve ways to help new teachers feel more comfortable communicating with district offices, and encourage new teachers to join professional organizations by providing materials and information to the schools;
- consider restructuring the training days by adding more breaks for reflecting and networking. Consider avoiding training on weekends and holidays; and
- study the feasibility of separating experienced and non-experienced teachers for pre-service training.

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# I. INTRODUCTION

## PROGRAM BACKGROUND

The New Teacher Staff Development program, created to satisfy the 1985 contract requirements between the New York City Board of Education and the United Federation of Teachers, began its third year in 1988. According to the contract, new teachers were to be instructed in classroom teaching and receive an orientation to the New York City school system. As mandated, all new teachers were required to participate in ten sessions (60 hours) of staff development training during their first year of service.

For the first two years of the program (1986 and 1987), training workshops for teachers began during the summer prior to their service. The 1988 New Teacher Staff Development program also began during the summer with a series of pre-service workshops required for all teachers starting work in September. Similar to previous years, the Office of Professional Development and Leadership Training of the New York City Board of Education coordinated the staff development program. Training models were based on the latest research and most current staff development programs nationwide. The focus of the training included both subject areas and levels of learning ability.

The program was funded by the New York City Board of Education. During the summer of 1988, the four pre-service sessions took place at four sites: Norman Thomas, Martin Luther

King, Jr., and Murray Bergtraum High Schools, and the Felt Forum (Madison Square Garden). At these sessions, approximately six thousand new and returning teachers were trained. An additional three days of training, in the form of conferences, were held at sites throughout the city during the school year. The remaining three days, delegated to the Education Convention, took place in July of 1989 at Fiorello LaGuardia and Martin Luther King Jr. High Schools. The 1988-89 New Teacher Staff Development Program trained more new and returning teachers than the combined total of the previous two years.

While the initial four days allowed for orientation time as a group, as well as specialized sessions, the conferences and the Education Convention were largely subject and grade specific programs to help teachers sharpen their skills for the classroom.

GOALS

The program was designed to acquaint new and returning teachers with the policies to be followed in the New York City school system. New teachers were offered help in effective classroom management, lesson plan development, and communication in the varying curriculum areas. The goals of the program remained consistent with those of the past two years:

- understanding the basics of lesson development and presentation;
- using curriculum materials to guide lesson planning;
- organizing and managing the classroom;
- learning attendance procedures, record keeping, and Board

of Education policies;

- gaining an awareness of students with special needs and ways to meet these needs;
- establishing working relationships with parents;
- feeling comfortable in the role of teacher; and
- feeling part of the profession and of the New York City school system.

The first four days of pre-service training were intended to orient new teachers, provide knowledge of essential tasks, and begin addressing the needs of new teachers. The three days of conferences were designed to relate to specialized areas of interest and levels of instruction. The agenda of the the three-day Education Convention, created from a survey of new teachers in the spring, offered elective sessions in areas of teacher concern.

POPULATION SERVED

The Division of Personnel was responsible for identifying new teachers mandated for training. The ten-day mandated training program was intended for all new teachers beginning in the New York City school system after September 1, 1986. For the 1988-89 program, mandated participants were defined by the following criteria:

- persons with Temporary Per Diem Certificates as teachers who have not worked in a full time capacity prior to September 1988, in the New York City Public schools, or
- persons licensed, assigned or appointed as teachers who have not worked in a full time capacity prior to September 1988, in the New York City Public schools.

Of the 4,251 new teachers responding to an evaluation survey, 497 (12.1 percent) attended special education workshops, and 297 (7.3 percent) attended non-special education bilingual workshops. There were 1,544 new teachers (37.5 percent) attending elementary school workshops and 324 (7.9 percent) attending early childhood education workshops. New high school teachers numbered 898 (21.8 percent) and the size of the junior high school group was 245 (6.0 percent). New teachers of trade and technical subjects, business, industrial arts, and home economics totaled 112 (2.7 percent).

For new teachers already assigned to schools, all New York City school districts were represented. Approximately 27 percent of participating teachers had no previous paid experience. The remaining teachers had a variety of previous paid experience which included teaching in: 1) New York City public schools (21.6 percent); 2) non-New York City public schools; 3) private schools (16.3 percent); 4) parochial schools (10.4 percent); 5) day care or nursery schools (12.0 percent); or 6) camp or play groups (17.3 percent).

About half of the new teachers held temporary per-diem licenses. Another 25 percent held no license at the time of the training sessions. These teachers had applied for licenses but had not yet heard from the Board of Education. The remaining teachers held licenses, but were required to attend under the mandate.

EVALUATION PROCEDURES

The office of Research, Evaluation, and Assessment/ Instructional Support Evaluation Unit (OREA/I.S.E.U.) of the New York City Board of Education evaluated the New Teacher Staff Development program using three methods: direct observation; open-ended interviews with new teachers and staff developers; and questionnaires distributed to new teachers at the completion of the pre-service summer sessions, the summer Education Convention, and just before the beginning of the 1989 school year. These surveys concentrated on assessing how useful the training was in helping new teachers with their classroom responsibilities.

The questions to be answered in the course of the evaluation focused on the efficacy of training activities as indicated by new teacher perceptions. Close attention was paid to the impact of training on teachers' abilities to organize and manage a classroom, understand the basics of teaching, and feel comfortable in the role of teacher. Additionally, the soundness of the programs' organizational structure in so far as it responded to the needs of the new teachers was evaluated.

It should be noted that the 1988-89 New Teachers Development Program represents a structural change in timing of training sessions. For the first year of the program, 1986, training sessions were held both during the summer and on weekends throughout the school year. During the second year, 1987, an initial seven sessions were held during the summer

with three additional conferences required during the year. While these structural changes have made it difficult to compare program results, every effort is made to evaluate the progress the New Teacher Staff Development program has made in training new teachers.

SCOPE OF THIS REPORT

This report, the 1988-89 New Teacher Staff Development program consists of four chapters. Chapter I describes program background, goals, population served, the scope of the evaluation, and evaluation procedures. Chapter II provides an overview of program organization and content. Evaluation findings for the project are presented in Chapter III, and conclusions and recommendations make up Chapter IV.

## II. PROGRAM DESCRIPTION

PROGRAM ORGANIZATION

The New Teacher Staff Development program was divided into three segments: 1)pre-service sessions for four days during the summer of 1988; 2) education conferences for three days during the 1988-89 school year; and 3) the Education Convention for three days during the summer of 1989. Six hours of training was considered to be a training day, bringing the total number to 60 training hours. Teachers not having the opportunity to participate in the four pre-service training sessions were given a special three-day training course during the year, and had to make up the the extra day by attending four conferences or workshops, instead of the normally required three. While the pre-service and follow-up sessions were held at Manhattan high schools (Murray Bergtraum, Norman Thomas, Martin Luther King Jr. and Fiorello LaGuardia) and the Felt Forum at Madison Square Garden, the conferences took place at various sites throughout the boroughs.

New teachers were compensated at a rate of $21.02 per day to cover transportation and food, and other expenses related to the training. Staff developers were paid their per-session rate. In order for new teachers to have been considered for full-time assignments, they were to have completed the four days of training.

PROGRAM CONTENT

For All New Teachers

During the four days of pre-service training, new teachers met for orientation in large groups at the Felt Forum, with the remaining time spent in specialized instruction sessions at the three high schools (Murray Bergtraum, Norman Thomas, and Martin Luther King Jr.).

Time at the Felt Forum was used to acquaint new teachers to the school system. Areas of instruction in school organization included time cards, rules and regulations, key personnel, time schedules, and teacher absence procedures. The role of the district and central offices in the school system was addressed, as were personnel matters, salary, and benefits.

Additionally, classroom preparation, record keeping, fire drills, and report cards were topics that every new teacher became acquainted with during the four days of initial training. Teachers were instructed in the use of Individual Education Plans (I.E.P.s) and were made aware of the special needs of limited English proficient (LEP) students. Teachers were encouraged to create an open, honest communication network with students and parents. One area that received more attention for the summer of 1988 was substance abuse, along with related problems including AIDS. Teachers were instructed on how to spot substance abuse problems in students and how to talk to classes about AIDS prevention.

Early Childhood--Grades Kindergarten to Two

Training for this group of new teachers focused on helping children adapt to the school environment. Additionally, teachers were instructed on how to spot children with special problems, including emotional, cognitive, and health problems. Classroom management, organization, and teaching techniques designed to make children feel adequate and important were stressed. Lesson planning for teaching listening and speaking skills were presented to new teachers. Activities, such as storytelling, class plays, art and cooking lessons were used as examples of ways to build communication arts skills as well as social skills.

Elementary--Grades Three to Six

Training was divided into the categories of mathematics, science, social studies, communication arts, and music/art. Within the context of these curriculum areas, staff development focused on creative means of motivating students, classroom management, interesting activities for children to pursue individually and in groups. Social skills received a great deal of attention, as did the encouragement of teachers to create a communicative classroom, where children could discuss problems openly, without fear of stigma.

New teachers were instructed in how to talk with parents, and in appropriate ways to include parents in their childrens' educational experiences. A variety of materials were handed out to new teachers including curriculum guides, samples of lesson

plans, and activities resource guides. Teachers were also told about field trips and ways to obtain additional resource materials.

Junior High School and High School

As might be expected, junior high school and high school new teachers were assigned to classes according to subjects they were to teach. These subject areas were: communication arts, science, mathematics, social studies, and foreign languages. Planning lessons with a strong emphasis on motivating students, became a prime focus of most secondary subject training sessions. Additionally, suggested modes of classroom management designed to discourage incidents of student acting out, were presented. Techniques of handling disruptive students were offered in the form of both anecdotal stories and directives by the veteran trainers.

It is important to note that staff development trainers strongly urged new teachers to rely on teaching techniques that make the classroom dynamic and interesting, rather than focusing on the disruptive student. While staff developers were realistic about discipline problems in the classroom, they were clearly invested in good teaching techniques as a means of reducing classroom problems. Methods of asking questions, initiating class discussions, encouraging completion of assignments, and enhancing text-book use were offered to new teachers. Trainees were asked to participate in learning sessions with role-playing, mini-lesson writing, and to freely

engage with staff developers and other new teachers in discussions about classroom teaching and management.

Special Education--High School

Special education groups met separately in order to prepare teachers for the distinct needs of these students. Special education concepts, such as Modified Education Services I, II, III, and the I.E.P., were introduced to new teachers. The cognitive abilities and the emotional needs of students in the special education track were discussed, so that new teachers would have realistic expectations on which to build their lesson planning. Discipline management was addressed by the trainers, who offered suggestions, mostly on how to avoid confrontations.

A strong emphasis was placed on motivating students so that they would enjoy the process of learning. Trainees were asked to prepare mini-lessons and to role-play possible outcomes of these lessons. In this way, new teachers were given some hands-on experience, and were able to receive extensive feedback from their colleagues and trainers.

Bilingual Education--General and Special Education

New teachers preparing to teach bilingual education on the elementary and secondary levels were divided into groups according to levels, rather than languages. This group of new teachers primarily focused on motivating students to learn in their native languages, while at the same time introducing them to English. Teachers were reminded of the emotional difficulty bilingual students often have with being taught separately from

other students. Ways to alleviate these potentially negative feelings were suggested and discussed by this group.

English as a Second Language--Secondary Schools

Many of the same concerns of bilingual teachers were shared by new teachers expecting to teach English as a second language (E.S.L.). Classroom management was an important issue for this group. Students feeling the stigma of being in separate classes often act out in ways requiring disciplinary attention. Reducing the negative attitudes often associated with E.S.L. participation and motivating students to enjoy learning were strongly emphasized as ways to avoid major discipline problems.

Business Education

Business education new teachers met as a group to discuss lesson motivation, new trends in business education, and classroom management. A strong emphasis was placed on showing students the benefits of a solid business education. With this in mind, trainers led discussions in teaching career opportunities and options associated with learning business skills. Additionally, the idea of motivating students to the use of word processing, and data entry programs were introduced, and focused upon by the staff development trainers.

Technology and Human Services

New teachers licensed to teach technical skills, and those licensed in the human services, such as counselors, were placed together. As a group, more general issues of motivation, co-operative opportunities, and the development of realistic career

expectations on the part of students, were discussed. This group broke into smaller sub-groups, according to their subject interest to focus on the needs of the students they would be serving.

Health and Physical Education--Grades Seven to Twelve

Major concerns for this group were drug-abuse, AIDS prevention, sex, and teaching the benefits of physical exercise. Mini-lessons stressing openness, and clarity in dealing with these issues, were written and role-played by participants. Classroom and gymnasium management were stressed as well, with emphasis placed on foreseeing potential discipline problems, and eliminating the causes as quickly as possible.

Art, Music, and Library Science

These groups met separately to discuss issues related to their respective subjects. Concentrating on curriculum, activities, and materials, these groups shared ideas, resources, and creative skills. Motivation and discipline were concerns of new teachers. Staff development trainers responded by suggesting ways of engaging students through creative approaches.

Conferences

The required three days of conference participation, between October 1988 and June 1989, were selected by each new teacher from a Board of Education published list. Teachers hired after September 1988, were required to complete four days of conferences. These lists, actually in book form with

descriptions of the conferences, were sent to the schools for each new teacher and to the district offices.

While some conferences were full day events held on weekends, most were after school workshops two or three hours in length. This meant that new teachers opting for the after school conferences might have to attend as many as nine, or possibly, twelve times, depending on whether they took part in the summer training.

Topics for conferences were varied, and appeared to satisfy interests of all grades levels and subject areas. They included sessions using computers for curriculum and software applications, computer programming, and teacher utilities. There were sessions for early childhood education, special education, bilingual education, and multicultural education. Additional conferences included methods, materials and procedures for all levels; reading, writing, and language arts for all levels; elementary subjects; secondary subjects; and all level subjects. Substance abuse detection and prevention sessions, and special cultural and educational conferences for all levels were also offered.

Education Convention

The New Teacher Education Convention consisted of three six-hour sessions, held in late June and early July 1989. Both sections met at Fiorello LaGuardia and Martin Luther King, Jr. High Schools, in Manhattan. Teachers could elect which dates they wished to attend as well as the individual workshops for both morning and afternoon sessions.

Topics included:

- Conferring with Parents (all levels)
- The Writing Process (citywide and special education)
- Teaching the Talented and Gifted (elementary school)
- Mainstreaming Children with Handicapping Conditions (citywide programs)
- Library Lessons (all levels)
- Lesson Planning (bilingual all levels, early childhood, elementary, secondary)
- Cooperative Learning/Grouping for Instruction Mathematics, Social Studies, Science, and Communication Arts (elementary, secondary)
- Utilizing Standard Test Results (secondary)
- Cultural Resources (secondary)
- Learning Disabilities (bilingual all levels, citywide program, early childhood, elementary, secondary, special education all levels)
- Learning Styles (secondary, special education)
- Use of Audio Visual Equipment (all levels)
- Infusing Multicultural Education in the Classroom (all levels)
- Computer-based Workshops (all levels)
- Substance Abuse Detection and Prevention (all levels)
- Child Abuse and Neglect Intervention (all levels)
- Assessment of Instruction for Social Studies, Mathematics, Science and Communication Arts (elementary, secondary)
- School Based Options: Teacher Involvement in Shared Decision Making (all levels)
- Designing Learning Centers for the Classroom for Social Studies, Mathematics, Science, and Communication Arts (elementary)

- Critical Thinking/Effective Questioning for Communication Arts, Mathematics, Science, and Social Studies (elementary, secondary)

United Federation of Teachers Presentation

Similar to previous years, the United Federation of Teachers (U.F.T.) offered a pre-service presentation to all new teachers which addressed issues such as union membership, teachers' rights and responsibilities, health care coverage, salaries and incremental increases, licensing requirement, forms to be completed for various appointments and promotions, per-session pay for overtime, school placement, and teachers' responsibilities regarding the completion of the New Teacher Staff Development Program.

New teachers were also informed about the U.F.T.'s services to teachers such as their resource center, hot-line for questions and information, and their role in mediating teacher/supervisor disputes.

Union officials were very supportive of the New Teacher Staff Development Program, stating that better trained teachers were in everyone's best interests. New teachers were reminded that the staff development program originated in a contract between the U.F.T. and the Board of Education. While union officials made it clear that the U.F.T.'s mission was to provide better working conditions for teachers, they also emphasized the union's role in improving overall education for the city's public school children.

STAFF DEVELOPER PREPARATION

Two days of preparation were provided for staff developers in the form of a seminar. Due to the increased number of new teachers, there were many more new staff developers than there had been in the previous years. New trainers needed to be instructed in attendance procedures, training policies, and the general organizational structure. Those who had worked in the staff development program before assisted new trainers in working with organizational details.

Staff developers met for one-half hour before and after the sessions to complete record keeping procedures, prepare for the sessions with materials distribution, and discuss the day's goals and outcomes. Resource staff from the Division of Curriculum and Instruction were available to staff developers throughout the training sessions.

## III. FINDINGS

### SUMMER PRE-SERVICE WORKSHOPS

The summer pre-service workshops, held at the Felt Forum, Murray Bergtraum High, Norman Thomas, and Martin Luther King Jr. High Schools served approximately six thousand prospective new teachers. Groups of new teachers and staff developers were asked to respond to both open-ended and closed-ended questions from two surveys, administered by personnel from the Office of Research, Evaluation, and Assessment/Instructional Support Evaluation Unit (OREA/I.S.E.U.). Findings from the qualitative and quantitative data collected are summarized below.

#### Open-ended Surveys--New Teachers

Eighty-five new teachers were asked by OREA personnel to answer pre-determined, open-ended questions. Within this group forty stated that they had no paid teaching experience, and forty-five reported some experience ranging from three months to thirty-six years.

Teachers were asked in which ways they found the training sessions most beneficial. Content analysis of the data yielded the following results:

- presented new methods of teaching (n=13);
- introduced clerical expectations, attendance keeping, etc. (n=13);
- discussed classroom management and discipline (n=9);

- described New York Public School system organization and structure (n=7);
- received materials about procedures, policies, U.F.T., etc. (n=7); and
- helped build confidence for first day of school (n=5).

One difference between experienced and non-experienced teachers was that those without experience thought the project helped build confidence.

Teachers were also asked to describe the least useful aspect of the training. While many new teachers in this group stated that all of the training was useful (n=15), and many did not answer this question at all (n=15), there were negative comments such as: 1) the stipend was too low (n=9); 2) the program was not sufficiently well organized (n=8); 3) the day was too long (n=6); 4) the hiring procedures were disorganized (n=5).

Experienced teachers also complained that they already knew a good deal of the information unlike those who had never taught. They suggested that there be two training groups, one for those with paid experience and one for those with none.

Suggestions for improving future workshops were asked of this group and some of the responses were:

- there should be several training sessions so that fewer teachers would be trained at the same time (n=6);
- the training program should be better organized in the areas of registration, and crowd control (n=5);
- training should take place in front of real classrooms, perhaps during summer school (n=5);
- more training materials should be handed out (n=4);

- teachers with experience should be trained separately from those with none (n=4); and
- teachers should know their assignments before being trained (n=3).

Open-ended Survey - Trainers

Sixty-six teacher staff developers responded to an open-ended questionnaire specifically geared toward this group. Trainers were asked if their training time was sufficient to prepare for the workshops (ie. two training days). The response was about fifty/fifty, yes and no, on this matter. Those who were more experienced tended to think it was, with those conducting training sessions for the first time, more likely to want more training.

Teacher trainers were asked to list the strengths of the workshops with the following results:

- realistic information about the schools and how to deal with with potential problems was conveyed to new teachers (n=10);
- the program was very well planned and organized (n=6);
- the distributed materials were excellent (n=6);
- the program helped build confidence (n=4);
- the presentation by the U.F.T. was helpful in explaining salaries, placement, etc. (n=3); and
- teachers were given a positive attitude about the profession and the New York City schools (n=2).

Staff developers were also asked to list weaknesses. Among those most frequently mentioned were:

- too much information given out in too short a time period (n=12);

- there should be an adequate number of materials for all new teachers (n=8);
- the day is too long--not enough breaks (n=4); and
- there should be smaller groups (n=3).

Suggestions for improvement included:

- bring in more audio-visual equipment and materials (n=4);
- lengthen the number of days--not enough time to cover subject adequately (n=4);
- make copy machines available for teachers (n=4);
- teacher packets with hand-outs should be organized by day (eg. day 1, day 2, day 3, day 4) (n=2); and
- find ways to have teachers meet actual students in classrooms (n=2).

Not one staff developer stated that experienced and non-experienced teachers should be trained separately. Also, trainers viewed the project as better organized than did new teachers. Both groups seemed to think that a great deal of material was presented in a very short time period, and that each day was overly long without sufficient breaks. It should be noted that both teachers and trainers appreciated the breakfast that was provided by the Board of Education.

New Teacher Questionnaire

A total of 4,251 new teachers were surveyed on the last day of the New Teacher Staff Development Program. The closed-ended questions were divided into two major areas: training dimensions and training impact. Open-ended questions calling for suggestions for improvement were also included.

Closed-ended Questions. Training dimensions consisted of pertinence of information, workshops in curriculum content, administration, classroom management, and methods. New teachers were also asked to rate the usefulness of materials distributed, the degree of trainer preparation, and the value of the overall training experience. Table 1 illustrates the responses to questions on training dimensions. New teachers gave the highest ratings to trainer preparation, materials distributed, and pertinence of information. The overall mean for training dimensions was 4.3, out of a possible perfect score of 5.0, indicating a very favorable perception by new teachers.

Training impact items were intended to measure how the program affected new teacher needs. New teachers were asked to rate how the project helped them to: 1) reduce their anxiety; 2) understand the basics of how to teach; 3) organize and manage a classroom; 4) design lessons; 5) prepare for the first day of teaching; 6) prepare for the first week of teaching; 7) receive curriculum materials to guide planning throughout the year; 8) feel confident about teaching in the N.Y.C. public schools; 9) prepare for non-teaching responsibilities; and 10) understand the educational needs of students from diverse cultural backgrounds. Table 2 illustrates the results of these ratings for the summer of 1988, and Table 3 shows training impact ratings for the summers of 1986 and 1987.

For the summer of 1988, the highest ratings were given to training impact in the areas of 1) preparing for the first day

Table 1

Ratings* of Training Dimensions for Summer 1988

| Item | N | Mean |
|---|---|---|
| Pertinence of information | 4,109 | 4.4 |
| Workshops in curriculum content | 3,846 | 4.0 |
| Workshops in administration (eg. school records, personnel, organization) | 3,850 | 4.1 |
| Workshops in classroom management | 4,060 | 4.4 |
| Workshops in methods | 3,863 | 4.1 |
| Materials distributed | 4,066 | 4.4 |
| Trainers' preparation | 4,088 | 4.6 |
| Overall training | 4,095 | 4.4 |
| All items combined | | 4.3 |

* A five-point scale was used, from 1="not useful" to 5="very useful."

- The categories with the highest ratings were trainer preparation, materials distributed, and pertinence of information.

Table 2

Ratings[a] of Training Impact for Summer 1988

| Item | N | Mean |
|---|---|---|
| Reducing anxiety | 4,071 | 2.9 |
| Understanding the basics of how to teach | 4,096 | 3.0 |
| Organizing and managing a classroom | 4,101 | 3.3 |
| Designing lessons | 4,044 | 3.0 |
| Preparing for the first day of teaching | 4,100 | 3.1 |
| Preparing for the first week of teaching | 4,078 | 3.2 |
| Providing curriculum materials to guide planning throughout the year | 4,065 | 3.0 |
| Helping to feel confident about teaching in the N.Y.C. public schools | 4,109 | 3.1. |
| Preparing for non-teaching responsibilities | 4,021 | 3.0 |
| Understanding the educational needs of students from diverse cultural backgrounds, special needs, etc. | 4,095 | 3.0 |
| All items combined | | 3.1 |

[a] A four-point scale was used, from 1="no impact" to 4="high impact."

- The highest ratings were for preparing for the first day of teaching, organizing and managing the classroom, preparing for the first week of teaching, and helping to feel confident.

Table 3

A Comparison of Ratings* for Training Impact for Summer 1986 and Summer 1987

| Item | 1986 Mean | 1987 Mean |
|---|---|---|
| Reducing your anxiety | 2.9 | 2.8 |
| Understanding the basics of how to teach | 3.0 | 3.0 |
| Organizing and managing a classroom | 3.2 | 3.1 |
| Designing lessons | 3.0 | 3.1 |
| Preparing for the first day of school | 3.3 | 3.1 |
| Preparing for the first week of school | 3.1 | 3.0 |
| Providing curriculum materials to guide planning throughout the year | 3.3 | 3.1 |
| Helping to feel confident about teaching in the N.Y.C. public schools | 3.1 | 3.0 |
| Preparing for non-teaching responsibilities | 2.7 | 2.6 |
| Understanding the educational needs of students from diverse cultural backgrounds, special needs, etc. | 2.8 | 2.6 |
| All items combined | 3.0 | 2.9 |

* A four-point scale was used, from 1="no impact" to 4="high impact."

- The highest ratings in both the summer of 1986 and the summer of 1987 were for preparing for the first day of school, organizing and managing a classroom, designing lessons, and providing curriculum materials.

of teaching; 2) organizing and managing the classroom; 3) preparing for the first week of teaching; 4) helping to feel confident, and 5) understanding the basics of how to teach. Upon comparing the ratings for those of summer 1986 and 1987, the following observations are made:

1. Summer 1988 ratings are very similar to those of summer 1986.
2. Summer 1988 ratings were slightly higher than those of 1987 in the areas of organizing and managing the classroom, preparing for the first day of teaching, preparing for the first week of teaching, preparing for non-teaching responsibilities, and understanding the needs of students from diverse cultural backgrounds, special needs, etc.

Findings for Pre-service Training Sessions

The overall perception of the pre-service workshops was extremely positive for both new teachers and staff developers. New teachers appreciated help in learning teaching methods, clerical responsibilities, and classroom management. Additionally, they were pleased to receive materials, to work with knowledgeable teacher trainers, and to receive pertinent training information. They felt more confident and better prepared for the first day/week of teaching.

Staff developers viewed the pre-service program as well planned and organized, providing new teachers with realistic

information, excellent materials, confidence, and a positive attitude.

Suggestions for improving the program made by both new teachers and staff developers included having: 1) smaller groups in training sessions; 2) more materials handed out; 3) increased hands-on experience, preferably with actual students; and 4) additional breaks during the day.

They did not agree in the following areas: 1) number of days for summer training; 2) organization of training program; 3) distinguishing between new teachers with experience and those with none. New teachers thought the number of training days was sufficient, considering the size of the stipend and the fact that many were yet unassigned to positions, with no definite commitment from the Board. New teachers also tended to see the program as less-well organized. Staff developers did not indicate any difference in training needs between experienced and non-experienced teachers, while teachers thought this dichotomy to be important.

Education Conferences

Education conferences were not individually evaluated by the Office of Research and Educational Assessment. The end-of-year evaluation data presented below is of the entire New Teacher Staff Development program which includes the education conferences.

Education Convention

The Education Convention offered three days of training for

teachers who had completed their first year in the New York City public schools. The three-day workshop program, held at La Guardia and Martin Luther King Jr. High Schools, culminated the ten-day series of training sessions (i.e., four days of pre-service, three days of conferences, and three days at the Convention) mandated by the Board of Education.

Divided into two sessions, one from June 29 through July 1, and one from July 5 through July 7, workshops on practical classroom-related subjects were offered. Personnel from OREA distributed a short questionnaire with both closed-ended and open-ended questions. A total of 1,094 survey forms were returned and analyzed.

Closed-ended Questions. Teachers were asked to rate individual workshops. Table 4 shows a list of 36 workshops and mean ratings by new teacher participants. Using a four-point scale where 1 equaled "poor" and 4 equaled "excellent," the overall mean for the question on quality of workshops was 3.6, and the overall mean for all questions was also 3.6. The vast majority of workshops were very well received by new teachers.

Additionally, new teachers were asked to provide overall ratings for the Education Convention in the areas of: 1) organization of registration; 2) offerings meeting needs; 3) usefulness of information; 4) organization of convention; and 5) satisfaction with site. Table 5 presents the mean ratings using a five-point scale with five being the most favorable score. The overall mean was 3.7. Teachers were most pleased with the

Table 4

*Mean Ratings for Summer 1989 Education Convention Workshops

| Item | Workshop Mean | | | |
|---|---|---|---|---|
| | Language Arts/ Soc. Studies/ Writing (n=19) | Conferring With Parents (n=288) | Multi-cultural Communica-tion Arts (n=50) | Multi-cultural Science (n=95) |
| Leader's knowledge of content | 3.8 | 3.6 | 3.8 | 3.9 |
| Presentation of information | 3.9 | 3.5 | 3.7 | 3.9 |
| Leaders responsiveness to questions | 3.9 | 3.7 | 3.8 | 3.9 |
| Quality of workshop materials | 3.9 | 3.4 | 3.8 | 3.8 |
| Extent to which workshop objectives were met | 3.8 | 3.5 | 3.7 | 3.8 |
| Overall rating of quality of workshop | 3.8 | 3.5 | 3.7 | 3.9 |
| Overall Mean | 3.9 | 3.5 | 3.8 | 3.9 |

* A four-point scale was used, from 1="poor" to 4="excellent."

Table 4 (cont.)

| Item | Workshop Mean | | | |
|---|---|---|---|---|
| | Multi-cultural Soc. Studies (n=34) | Multi-cultural All Levels (n=184) | Multi-cultural Art (n=33) | Multi-cultural Education (n=10) |
| Leader's knowledge of content | 3.9 | 3.8 | 3.1 | 3.7 |
| Presentation of information | 3.8 | 3.6 | 2.3 | 3.7 |
| Leader's responsiveness to questions | 3.9 | 3.6 | 2.7 | 3.8 |
| Quality of workshop materials | 3.9 | 3.6 | 2.4 | 3.5 |
| Extent to which workshop objectives were met | 3.8 | 3.5 | 2.4 | 3.8 |
| Overall rating of quality of workshop | 3.9 | 3.6 | 2.4 | 3.9 |
| Overall Mean | 3.9 | 3.6 | 2.6 | 3.7 |

[a] A four-point scale was used, from 1="poor" to 4="excellent."

Table 4 (cont.)

| Item | Workshop Mean | | | |
|---|---|---|---|---|
| | Multi-cultural Mathematics (n=46) | Computer Reading/ Soc.Studies Lang. Arts (n=10) | Science/ Math Secondary (n=61) | Critical Thinking in Soc. Studies (n=63) |
| Leader's knowledge of content | 4.0 | 4.0 | 3.7 | 3.7 |
| Presentation of information | 3.9 | 4.0 | 3.4 | 3.6 |
| Leader's responsiveness to questions | 3.9 | 4.0 | 3.5 | 3.7 |
| Quality of workshop materials | 3.9 | 3.9 | 3.3 | 3.5 |
| Extent to which workshop objectives were met | 4.0 | 4.0 | 3.3 | 3.4 |
| Overall rating of quality of workshop | 4.0 | 4.0 | 3.5 | 3.5 |
| Overall Mean | 4.0 | 4.0 | 3.5 | 3.6 |

* A four-point scale was used, from 1="poor" to 4="excellent."

Table 4 (cont.)

| Item | Workshop Mean | | | |
|---|---|---|---|---|
| | Critical Thinking in Math (n=61) | Critical Thinking in Music (n=42) | Critical Thinking in Art (n=26) | Critical Resources (n=364) |
| Leader's knowledge of content | 3.9 | 3.9 | 3.7 | 3.7 |
| Presentation of information | 3.9 | 3.9 | 3.6 | 3.5 |
| Leader's responsiveness to questions | 3.9 | 3.9 | 3.7 | 3.5 |
| Quality of workshop materials | 3.8 | 3.9 | 3.6 | 3.5 |
| Extent to which workshop objectives were met | 3.9 | 3.9 | 3.6 | 3.5 |
| Overall rating of quality of workshop | 3.9 | 3.9 | 3.7 | 3.5 |
| Overall Mean | 3.9 | 3.9 | 3.7 | 3.5 |

* A four-point scale was used, from 1="poor" to 4="excellent."

Table 4 (cont.)

| Item | Workshop Mean | | | |
|---|---|---|---|---|
| | Main-streaming (n=19) | Learning Center/ Communic. Arts (n=237) | Learning Center/ Soc. Studies (n=176) | Assess. Soc. Studies (n=86) |
| Leader's knowledge of content | 3.9 | 3.6 | 3.6 | 3.8 |
| Presentation of information | 3.9 | 3.4 | 3.5 | 3.6 |
| Leader's responsiveness to questions | 3.9 | 3.7 | 3.6 | 3.7 |
| Quality of workshop materials | 3.9 | 3.0 | 3.4 | 3.6 |
| Extent to which workshop objectives were met | 3.8 | 3.3 | 3.4 | 3.5 |
| Overall rating of quality of workshop | 3.9 | 3.4 | 3.5 | 3.6 |
| Overall Mean | 3.9 | 3.4 | 3.5 | 3.6 |

* A four-point scales was used, from 1="poor" to 4="excellent."

Table 4 (cont.)

| Item | Workshop Mean | | | |
|---|---|---|---|---|
| | Assessment Communication Arts (n=137) | Assessment Science (n=124) | Assessment Math (n=103) | Lesson Planning (n=224) |
| Leader's knowledge of content | 3.7 | 3.9 | 3.7 | 3.5 |
| Presentation of information | 3.7 | 3.9 | 3.7 | 3.3 |
| Leader's responsiveness to questions | 3.7 | 3.9 | 3.7 | 3.4 |
| Quality of workshop materials | 3.5 | 3.9 | 3.4 | 3.2 |
| Extent to which workshop objectives were met | 3.6 | 3.9 | 3.5 | 3.3 |
| Overall rating of quality of workshop | 3.7 | 3.9 | 3.6 | 3.3 |
| Overall Mean | 3.7 | 3.9 | 3.6 | 3.3 |

* A four-point scale was used, from 1="poor" to 4="excellent."

Table 4 (cont.)

| Item | Workshop Mean | | | |
|---|---|---|---|---|
| | Assessment Bilingual (n=13) | Behavior Management (n=529) | Cooperative Learning (n=337) | Writing Process (n=235) |
| Leader's knowledge of content | 3.3 | 3.8 | 3.8 | 3.8 |
| Presentation of information | 3.2 | 3.7 | 3.7 | 3.7 |
| Leader's responsiveness to questions | 3.4 | 3.8 | 3.7 | 3.8 |
| Quality of workshop materials | 2.9 | 3.5 | 3.7 | 3.5 |
| Extent to which workshop objectives were met | 3.1 | 3.6 | 3.7 | 3.7 |
| Overall rating of quality of workshop | 3.2 | 3.7 | 3.7 | 3.7 |
| Overall mean | 3.2 | 3.7 | 3.7 | 3.7 |

* A four-point scale was used, from 1="poor" to 4="excellent."

Table 4 (cont.)

| Item | Workshop Mean | | | |
|---|---|---|---|---|
| | Gifted/ Talented (n=87) | Substance Abuse (n=83) | Learning Disability (n=105) | Using Standard-ized Tests (n=45) |
| Leader's knowledge of content | 3.8 | 3.7 | 3.8 | 3.7 |
| Presentation of information | 3.6 | 3.3 | 3.6 | 3.6 |
| Leader's responsiveness to questions | 3.7 | 3.5 | 3.6 | 3.7 |
| Quality of workshop materials | 3.6 | 3.5 | 3.4 | 3.8 |
| Extent to which workshop objectives were met | 3.5 | 3.4 | 3.5 | 3.6 |
| Overall rating of quality of workshop | 3.5 | 3.4 | 3.6 | 3.6 |
| Overall Mean | 3.6 | 3.5 | 3.6 | 3.6 |

* A four-point scale was used, from 1="poor" to 4="excellent."

Table 4 (cont.)

| Item | Workshop Mean | | | |
|---|---|---|---|---|
| | Auditory Processing (n=19) | Child Develop. Biling. (n=13) | Child Develop. (n=31) | Bias Free Material (n=14) |
| Leader's knowledge of content | 3.6 | 3.8 | 3.8 | 3.8 |
| Presentation of information | 3.2 | 3.6 | 3.5 | 3.7 |
| Leader's responsiveness to questions | 3.2 | 3.8 | 3.7 | 3.9 |
| Quality of workshop materials | 3.4 | 3.6 | 3.0 | 3.8 |
| Extent to which workshop objectives were met | 3.3 | 3.6 | 3.4 | 3.6 |
| Overall rating of quality of workshop | 3.3 | 3.7 | 3.5 | 3.8 |
| Overall mean | 3.3 | 3.7 | 3.5 | 3.8 |

* A four-point scale was used, from 1="poor" to 4="excellent."

- New teachers gave very high ratings to most workshops.
- The overall mean for all workshops was 3.6.

Table 5

Overall Ratings* of Education Convention, Summer 1989

| Item | N | Mean | S.D. |
|---|---|---|---|
| The registration process was well organized | 1,094 | 3.3 | 1.6 |
| The range of offerings addressed my expressed needs | 1,094 | 3.7 | 1.4 |
| The information presented was useful | 1,094 | 3.9 | 1.3 |
| The convention was well organized | 1,094 | 3.8 | 1.4 |
| The convention site was satisfactory | 1,094 | 3.8 | 1.5 |
| Overall mean | | 3.7 | |

* A five-point scale was used, from 1="strongly disagree" to 5="strongly agree."

- New teachers thought the Education Convention was well organized, the site was satisfactory, the information was useful, and their needs were well met.
- The lowest rating was given to the organization of registration.

usefulness of information (Mean=3.9), and the least pleased with organization of registration (Mean=3.3).

Open-ended Questions. From the total 1,094 respondents, 200 survey forms were selected randomly. Teachers were asked to supply suggestions for improving next year's Education Convention. The most frequently mentioned were:

- offer practical workshops with hands-on materials; leave out the theory (n=37);
- training sites should be available in all boroughs (n=31);
- send workshop listings in advance of workshops (n=27);
- be sure that all trainers are prepared and organized; many were not (n=18);
- increase workshop sections on popular topics so we won't be closed out (n=16);
- building facilities should be improved--bathrooms not clean, temperature too cold (n=15);
- provide exemptions or less training time for those with education degrees, or with experience (n=16);
- do not have Saturday training (n=12); and
- do not have training immediately after the school year ends or on holiday weekends (n=14).

Findings for Education Convention

The vast majority of workshops were well received by new teachers. The overall perception of the Convention was also very positive with the exception of organization of registration. Open-ended questions yielded suggestions for improvement in the areas of: 1) more practical workshops; 2) more training sites; 3) improved building facilities; 3) improved trainer preparation; and 4) increased number of

sections for popular workshops. Some teachers also thought that those with education degrees and/or experience should receive exemptions, and that training should not take place on holiday weekends and Saturdays.

End of Year Assessment

One thousand and ninety new teachers responded to an end of year assessment questionnaire. New teachers were asked how helpful they had found the New Teachers Staff Development Program. Table 6 shows the results of this closed-ended survey for 1989 and 1988. Although in 1989, 57 percent of new teachers thought the program was "helpful" or "very helpful," the 1988 responses were slightly more positive (61 percent). However, when "somewhat helpful" is included in the positive range, the percent of respondents for 1989 increases to eighty-eight compared with eighty-three for 1988. A lower percentage of teachers were dissatisfied in 1989--only eight percent compared to twelve percent in 1988.

Teachers were asked to rate themselves in skills gained and professional development using a seven-point scale with one equaling "beginning to look at this skill," and seven equaling "developed this skill as a strength." There were 28 questions, 17 of which focused on skills with the remainder on professional attitudes.

Skills

Seven skills rated highest by new teachers were:

- establishing a good rapport with students as individuals and as a group (Mean=5.9);

Table 6

Helpfulness of New Teacher Staff Development Program, 1988 and 1989

| | Degree of Helpfulness | | 1988-1989 | |
|---|---|---|---|---|
| | Number | Percent | Number | Percent |
| Very helpful | 28 | 21.7 | 241 | 22.1 |
| Helpful | 45 | 38.8 | 377 | 34.6 |
| Somewhat helpful | 26 | 22.4 | 337 | 30.9 |
| Not helpful | 12 | 10.3 | 89 | 8.2 |
| No opinion | 1 | .09 | 28 | 2.6 |
| No answer | 4 | 3.5 | 18 | 1.6 |
| Total | 116 | 100.0 | 1,090 | 100.0 |

- Fifty-seven percent of the 1989 respondents found the New Teacher Staff Development Program to be "helpful" or "very helpful."
- With a much larger number of respondents in 1989, new teachers found the program slightly less helpful, than those in 1988.

- understanding general procedures (eg. attendance taking, classroom materials, supply acquisition, forms, etc.) (Mean=5.4);
- establishing class routines which students understand and follow (Mean=5.3);
- disciplining students in ways that are appropriate and effective (Mean=5.2);
- being well organized for carrying out work effectively and efficiently (Mean=5.2);
- establishing expectations for students' behavior that they understand and respond to (Mean=5.2); and
- adjusting a lesson in the midst of teaching if it is appropriate (Mean=5.2).

The skills rated lowest were: 1) the use of curriculum guides; 2) the use of a variety of instructional methods appropriate to content areas; and 3) the use of different techniques to evaluate teaching. Table 7 shows a comparison of selected skills reported on in 1988, and their counterparts in 1989. There were very minimal differences between the two years with the exception of the use of curriculum guides, rated somewhat lower in 1989.

Professionalism

Questions on professionalism were included in the survey. professional matters in which new teachers felt most confident were:

- making an important contribution to society (Mean=6.0);
- teaching has enhanced sense of self (Mean=5.7);
- teaching is work used for self-expression (Mean=5.7);
- teaching efforts have enhanced quality of school and district (Mean=5.6); and

Table 7

Teachers' Skills Assessment, A Comparison of Ratings* for 1988 and 1989

| Skill | 1988 (n=116) Mean | 1988 (n=116) S.D. | 1989 (n=1,090) Mean | 1989 (n=1,090) S.D. |
|---|---|---|---|---|
| Use of curriculum guides | 4.9 | 1.8 | 3.9 | 1.8 |
| Adjusting for individual student differences | 4.9 | 1.4 | 4.8 | 1.6 |
| Adjusting a lesson in the midst of teaching if it is appropriate | 5.3 | 1.2 | 5.2 | 1.4 |
| Well organized | 5.2 | 1.3 | 5.2 | 1.5 |
| Lesson planning results in predicted outcomes | 4.6 | 1.3 | 4.7 | 1.4 |
| Ability to judge the progress of students | 5.2 | 1.2 | 5.1 | 1.3 |
| Good rapport with students | 6.1 | 1.1 | 5.9 | 1.3 |
| Discipline students in ways which are appropriate and effective | 5.2 | 1.4 | 5.2 | 1.5 |
| Understanding of general procedures | 5.6 | 1.5 | 5.4 | 1.6 |

* A seven-point scale was used, from 1="beginning to look at this skill," to 2="developed this skill as a strength."

- There were few differences between the ratings for 1988 and 1989 with the exception of use of curriculum guides, which were rated somewhat lower in 1989.

- feeling comfortable in working with other teachers, staff, and school administrators (Mean=5.5).

Table 8 compares ratings on professional attitudes in 1988 and 1989. Mean scores for 1988 and 1989 were very similar. The highest ratings for both years was that of contributing to society as a teacher. The lowest for both years was feeling part of the district as well as the school, and participating in professional organizations.

Findings for End of Year Survey

Most teachers thought the New Teachers Staff Development program was helpful. New teachers rated themselves as most proficient in the skills of: 1) establishing a good rapport with students; 2) understanding procedures; and 3) establishing class routines which students understand and follow. With the exception of use of curriculum guides (rated lower in 1989), ratings on skills for 1988 and 1989 were very similar.

Professional attitudes rated the highest in 1989 were: 1) making an important contribution to society; 2) enhancing sense of self through teaching; and 3) using teaching for self-expression. For both 1988 and 1989, feeling part of the district, as well as the school, received the lowest ratings.

Table 8

Teachers' Professional Attitudes Assessment
A Comparison of Ratings* for 1988 and 1989

| Professional Attitude | 1988 (n=116) | 1989 (n=1,090) |
|---|---|---|
| Found a place for self among faculty and staff | 5.2 | 5.3 |
| Know where to turn in school to resolve problems | 5.2 | 5.3 |
| Feel comfortable working with other teachers and administrators | 5.4 | 5.5 |
| Feel part of district as well as school | 4.2 | 4.1 |
| Feel comfortable exchanging ideas with fellow workers | 5.4 | 5.3 |
| Participate in professional organizations | 4.2 | 4.2 |
| Manage demands of teaching along with personal life | 5.1 | 5.1 |
| Contribute to society as a teacher | 5.9 | 6.0 |
| Teaching has enhanced sense of self | 5.4 | 5.7 |
| Own efforts can enhance quality of school and district | 5.4 | 5.6 |

* A seven-point scale was used, from 1="beginning to look at this matter," to 7="developed this area as a strength."

- Rating for both years were similar.
- The two items rated lowest for both years were feeling part of district as well as school, and participation in

## IV. CONCLUSIONS AND RECOMMENDATIONS

For the third consecutive year, the 1988-89 New Teachers Staff Development program was viewed by participants as a success. Teachers learned new teaching methods, lesson design and implementation, classroom management, and administrative procedures. Additionally, they began to perceive themselves as professional educators, enhancing society, their schools, and districts by their efforts.

The training program was divided into three segments. Pre-service training (4 days) took place during the summer of 1988. Education conferences (3 days), held throughout the city on a variety of topics, took place during the school year. Teachers attended their electively chosen conferences either after school or on weekends. The Education Conference (3 days) was held during early summer of 1989 and consisted of numerous workshops on subjects relevant to all teaching levels and subjects.

Sites for the pre-service training and the Education Convention were the Norman Thomas, Murray Bergtraum, Fiorello La Guardia, and Martin Luther King Jr. high schools, all in Manhattan. The Felt Forum was also used for pre-service training. Education conference sites throughout the city included schools, district offices, universities, and museums.

The majority of new teachers found the New Teachers Staff Development program helpful in the areas of receiving pertinent information, relevant materials, and good training from staff

developers. Most teachers thought the program reduced their anxiety, and helped them to understand the basics of teaching and classroom management. They felt better prepared for the first day and week of school.

Most workshops at the Education Convention were very well received. Teachers rated the overall convention as a very positive experience, providing useful information meeting their needs, and except for the registration procedure, was well organized.

New teachers thought their training could have placed more emphasis on hands-on experiences and smaller groups. Experienced teachers would have like to have been trained separately. Many new teachers thought they should receive larger stipends, have a job commitment from the Board before pre-service training, and avoid sessions on holidays and weekends.

Skills which teachers felt they made the most progress were: establishing a good rapport with students, understanding procedures, and establishing class routines. They made the least progress with utilizing curriculum guides and using a variety of instructional methods.

Professional attitudes rated most highly included making a contribution to society and viewing teaching as a way of enhancing a sense of self. Teachers' weakest response was in feeling part of the district as well as the school and in participating in professional organizations.

Although, as in previous years, there were complaints about receiving too much theory and not enough practical information, there seemed to be a decline in this attitude from last year due, in large part, to the Board's continuing efforts to change workshop content. The increase in electives offered to teachers has all but eliminated the dissatisfaction voiced in previous years that there were too many required sections and not enough electives. Interestingly, there was far less anxiety expressed in 1988-89 about discipline than in the past. Although the reason for this is not entirely clear, it may well be that pre-service training and conferences have served to instill a more positive attitude, and an increased sense of control over classroom events.

Staff developers viewed the program as positive in that it provided realistic information, was well planned and organized, and helped to build confidence and a positive attitude. Improvements suggested by staff developers included more audio visual equipment, increased number of pre-service training days, additional materials, and more hand-on experiences, preferably with actual students.

Staff developers did not see a need to separate experienced teachers from those with no experience. They did agree with new teachers that there needed to be more breaks in the day for participants to relax and reflect on the large amount of information received. Additionally, staff developers agreed with teachers that job placement procedures should be improved

so that teachers would know their assignments prior to pre-service training.

Based on the evaluation findings, the following recommendations are made:

- continue to uphold excellence in training for all new teachers entering the New York City public school system;
- continue to use the three segment training structure, providing new teachers with support for the entire school year;
- continue to seek out and respond positively to participant suggestions for improvements (e.g., the increasing of elective sessions, practical content in workshops, and help with classroom management etc.);
- continue to hold a high standard of excellence for the staff developer cadre;
- continue efforts to further increase hands-on experiences which might include more use of demonstration lessons, videos, curriculum guides, and visits to resource centers, classrooms, and playgrounds;
- continue to make every effort to have new teachers assigned to schools and grades before pre-service training;
- improve ways to help new teachers feel more comfortable communicating with district offices, and encourage new teachers to join professional organizations by providing materials and information to the schools;
- consider restructuring the training days by adding more breaks for reflecting and networking, and consider avoiding training on weekends and holidays; and
- study the feasibility of separating experienced and non-experienced teachers for pre-service training.